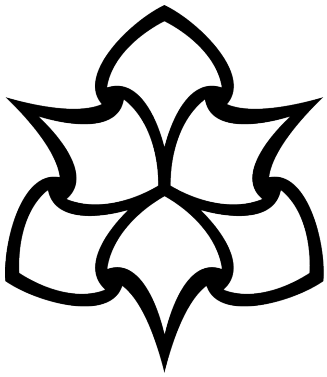

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Abstract	This chapter explores the role of assessment in global citizenship education (GCE). We will consider what can be assessed, and how teachers can design and manage appropriate assignment tasks in relation to normative assessment practices. The ways in which assessment might inform curriculum, behaviours, and engagement with GCE are considered in relation to institutional practices. The role of the assessor is also discussed by considering the extent to which this role aligns with the assessor's own behaviours. Finally, the potential of a Human Capabilities Approach is briefly explored in relation to the development and support of assessors in GCE.

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CHAPTER 38

Global Citizenship Education—Assessing the Unassessable?

Alicia Prowse and Rachel Forsyth

Introduction

In this chapter, we explore the role of formal assessment of curriculum activity in GCE, with a focus on Higher Education (HE), although much of the discussion could also be applied with some modification to other educational levels and types of institution. In particular, we focus on summative assessment (resulting in the award of grades), and the questions raised by what some may see as its intrusion into education for GC. Should Global Citizenship (GC) itself be assessed? How might we assess it? How might we mitigate the effects of power relationships in designing assessment for GC?

As a working definition of GCE, we use the one provided by UNESCO:

> Global Citizenship Education … is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable (UNESCO 2014, p. 9)

Critiques of global citizenship education, while not the focus of this chapter, have often centred on the emphasis some conceptions of GC place on an *individual's* attributes. Biesta and Lawy (2006), for example, have

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highlighted the dangers of decontextualizing the individual and spoken of the need to shift from 'teaching citizenship to learning democracy' and of this learning to be something that is done in society, not just by educators (Biesta and Lawy 2006, p. 65).

The UNESCO definition suggests that an education for GC is more about re-focusing the purpose to which education is put, rather than simply another "item" to be included. Thus, assessment for GCE might be more concerned with the intentions of the curriculum than with the measurement of the performance of the emergent global citizens.

In this chapter, we take the position that some assessment of GC in education *is* desirable, as discussed by Jerome (2008). If this is accepted, then there is a practical need for students to be able to demonstrate that they have indeed developed knowledge, skills, values and attitudes, and to be able to articulate their achievements.

Students may re-examine and change their values as a result of education but a GC-focussed curriculum would concentrate on encouraging students' willingness to consider that values other than their own exist and have validity, as this a core feature of GCE. This is, of course, a value in itself and exposes the extent to which a curriculum reflects the values of those involved in its design. The values of an institution, discipline, or a teacher are more or less explicit in the design of a curriculum, and may be modelled rather than taught, but are nonetheless inescapable.

At the level of assessment design within the modules of an HE curriculum, it is important that GC is foregrounded in order to ensure its place. It is also important to acknowledge the differences in having a system of graduate outcomes that relates strongly to 'employability' but is potentially disempowering, as opposed to developing the attribute of global citizenship with the agency that this implies. This difference is an important pre-requisite for developing assessments in relation to GCE.

In terms of activities to support GC in tertiary education, there have been moves towards inclusion of such curriculum items as study abroad programmes, language learning, volunteering, engagement with theoretical aspects, and reflective engagement (Stearns 2009). These kinds of curriculum items may tend to become standalone instances of where GCE is "done", whether or not they are formally assessed. If the aim is to focus on the overall intention of the curriculum, and a wider integration of GCE, this separation itself may still be seen as problematic.

The challenge is to find ways to design GCE-related assessments that can be integrated effectively with disciplinary requirements at a particular level of education. Stearns (2009) for example, discusses the difficulties of integrating appropriate outcomes into the curriculum, suggesting that insisting on assessment of GC may seem like "one obligation too many" (Stearns 2009, p. 9). Seeing GCE as somehow fundamental rather than an 'added extra' may help teachers and curriculum designers with the task of integrating GCE into their assessment planning.

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In this chapter we explore three key challenges in approaching this task:

1. To consider what GCE means in relation to a discipline and therefore, what could be assessed.
2. To integrate the assessment of GC with disciplinary requirements at a particular level of education.
3. To encourage assessors to themselves model the characteristics of GC in designing and managing the assessment process.

This chapter will consider each of these issues in turn, before providing some practical examples of designing GC assessment in specific contexts.

Global Citizenship Education and Assessment

Assessment Design as a 'Wicked' Problem

As Boud (2000) pointed out, assessment in formal education always has to do "double duty". There are multiple purposes associated with any single assignment task, and these purposes may sometimes appear contradictory. For instance, a task is usually designed to enable teachers to measure performance whilst also providing developmental feedback. The performance being measured is traditionally situated in a disciplinary (subject) context, but the task may also require the demonstration of generic skills, attributes or values. Some tasks may require the grader to attribute similar importance to both the product submitted and to the process of production. Any individual task will almost certainly require students to work with the fact of a specific, and perhaps personally inconvenient, time of submission with the need to situate that significant piece of work in a continuum of personal and professional development and to be able apply the learning from that task in future contexts.

In addition to these multiple purposes, the complexities of student assignments increase as students progress through education and are expected to synthesise information and opinion from a wider range of sources and in a wider range of contexts. In general, the higher the award, the greater the value and significance of each individual assignment.

The pressure to get the design and management of the assessment 'right' can be very high, which may in turn reduce teachers' appetites for risk-taking in assessment. At the authors' institution, 40% of final year assignment tasks are essays or examinations; it is difficult to know whether these choices are made because they are the best way to assess specific outcomes, or because they are familiar to assessors. Any discussion of the assessment of Global Citizenship must be in the context of these existing complexities which already affect decision-making around assessment.

Assessment design can be considered as a 'wicked problem': according to Rittel and Webber (1973), this is a problem which, among other

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characteristics, is unique, poorly defined, has many stakeholders with potentially conflicting values, and has no single correct solution. Addressing a wicked problem requires the practitioner to continually monitor what is happening, to continue to consult with stakeholders, to work with others to make sense of the problem, and to adapt behaviours and actions to reflect the current situation (Jordan et al. 2014).

Accepting the concept of assessment design as a wicked problem may be difficult in the context of assessment, where there is a culture of expectation of certainty and objectivity. There is a growing literature to counteract this expectation, and in relation to marking criteria in tertiary education, Bloxham et al. point out that "*assessment decisions at this level are so complex, intuitive and tacit that variability is inevitable.*" (2015, p. 1)

What might be assessed? In seeking to assess education for Global Citizenship, we may, as Stearns (2009) suggested, appear to be adding another "burden" to the assessor who is already wrestling with a plethora of requirements and disciplinary expectations. An education for global citizenship focusses on the purposes of the education that is being assessed, and the challenge is to design assessments with this in mind. Taking the view that GCE is somehow fundamental, rather than an "added extra", may help teachers to integrate GCE into their assessment planning more readily.

The focus of many of the definitions of GC is on attributes and values, so the potential assessment of these is a good place to begin thinking about what might be assessed. This focus relates to what Oxley and Morris (2013) defined in their typology of GC as an approach based on attributes (rather than on rights, identities, practices or status). The eight GC types that these authors delineated could relate more or less closely to particular disciplines: for example the focus on 'economic' global citizenship may fit more easily into the curriculum of say, business disciplines as opposed to 'moral' global citizenship that could be related quite readily to say, philosophy or other humanities. The GC types may also have differing implications for assessment and this is often underplayed in discussion of the possible approaches.

There has been recent interest in the measurement of attributes and values from employers and policy makers, particularly in healthcare science ("values-based recruitment"; see, for example, Miller and Bird (2014) and in business (e.g. Ralston et al. 2011) . Although a full discussion of the measurement of values or personality traits is outside the scope of this chapter, it may be useful to consider briefly some of the approaches that have been used.

One of the most commonly used measures of personal values, the Schwartz Values Survey and the Portrait Values Questionnaire, have developed as instruments that ask a series of questions designed to assess individuals' motivations towards perceived desirable ends. They measure the relative importance of ten value-types distinguished by Schwartz (2012). Schwartz's value model, developed from this work and usually shown as a wheel, has these ten value-types representing the interrelationship of adjacent concepts.

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The contribution of personality traits to an individual's values and attributes is also of interest here. The Big Five personality scale is one method of measuring an individual's personality traits (Digman 1990). The scale includes an assessment of: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. This scale and its derivatives have been widely used in different forms, for example, to predict employment performance (Judge and Zapata 2015).

Although the relationship between values and personality traits is still the subject of debate, there is some agreement that these are separate constructs, with traits being largely descriptive and values being motivational (Olver and Mooradian 2003; Parks-Leduc et al. 2014).

Personality traits are generally said to be endogenous, and stable across cultures and even across species, while values are characterised as learned adaptations (Olver and Mooradian 2003). Further, the personality trait with the strongest cognitive component (openness to experience) is said to be the one most closely linked to a portion of Schwartz's values model (openness to change).

The use of the term 'openness' in both the language of values, and personality traits might therefore suggest that the concepts of both personality traits and values have some bearing on the way in which a Global Citizen may develop, and therefore upon the concept of 'assessing' that development. In the language of personality traits for example, an individual who has a high 'openness to change' tends to be:

> curious, intellectual, imaginative, creative, innovative, and flexible (vs. closed-minded, shallow, and simple) (Parks-Leduc et al. 2014)

Schwartz's values model, on the other hand, groups the ten value-types so that eventually two bipolar dimensions emerge: (1) self-enhancement vs. self-transcendence; and (2) openness to change vs. conservation. Self-transcendence and openness to change are of particular interest in relation to GC as self-transcendence includes:

> enhancement of others and transcendence of selfish interests (Schwartz 2012, p. 9)

while openness to change is characterised by:

> values that emphasize independence of thought, action, and feelings and readiness for change (Schwartz 2012, p. 8).

Given the UNESCO definition, we might consider then, that individuals who subscribe to these values are more likely to display attributes relating to GCE. Values themselves are said to have a more cognitive base, whereas traits—thinkings, feelings and behaviours—have a more emotional one, although this distinction is still under scrutiny (Parks-Leduc et al. 2014).

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Research on both values and personality is still very active, for example in the validity and reliability of measurement of personality, Dobewall (2014) has found that reliability is improved by adding assessment via an 'other'-someone well-known by the candidate. This perhaps indicates the need for peer- as well as self-assessment in attempts to measure the complex attributes associated with GCE.

Terminology

This discussion helps us to establish 'what' we are seeking to assess, however, we also need to navigate the wide variety of language that HE institutions use in relation to the graduates they seek to educate. There has been a general shift towards the use of terms such as graduate outcomes, attributes or competencies to describe the 'product' of tertiary education, as well as 'core capabilities', 'soft skills' or 'transferable skills'—often in relation to the 'employability' agenda. There is sometimes a tension around these discussions and HEIs are still seeking to resolve use of these terminologies (see Hill et al. 2016 for further discussion of this).

The term 'graduate outcomes' usually describes a general skill (such as critical analysis) and examples adopt the language of learning outcomes or abilities, for example, graduates are able to: critically analyse real-world situations. This suggests that these outcomes can be assessed, or at least 'measured' in some way. 'Competencies' generally describe various levels of particular skills (which can also be assessed) but when partnered with 'global' this becomes a much wider idea of education for professionals with the skills, knowledge, attributes, and perhaps values to transform rather than just to interpret the world (Reimers 2013).

Many universities now use the term 'graduate attributes'. Some would argue these ultimately have use only as a marketing exercise. However, where these attributes have values-based elements, they could be useful as the basis for discussion of values and motivations towards developing skills or practising desired behaviours and of the various circumstances of their deployment. For example: if I value self-advancement, I may display this by attaining and practicing the skill of being a negotiator. I may have developed this considerably during my time on a business management course. The attribute of being an empathetic negotiator, however, may also be developed in someone with the value of 'openness to change' and who may display this in the context of a more self-transcendent mode of looking to enrich the lives of others (Table 38.1). Thus, the attribute of being an empathetic negotiator may be put to various uses, some indicative of a global citizen, but others perhaps less so.

Measurement of attributes *with context* may thus help in direct assessment of GCE as this becomes about more than simply the skill (in this example) of negotiation. If the development of the attribute of good negotiator has occurred within a context of ethical practice, which underpins the curriculum,

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Table 38.1 'Assessability' of skills, values and attributes (All definitions from Oxford English Dictionary)

Term	*Definition*	*Example*	*Deployed as*	*Assessable?*
Skill	An ability to perform a function, acquired or learnt with practice	Negotiation	Being able to influence or change people's behaviours.	Yes
Attribute	A quality or character ascribed to a person	Empathetic negotiator	Being able to influence other's behaviours whilst being mindful of other's values.	Yes
Value	The principles or moral standards held by a person or social group	Opennes to change; Self-advancement; Self-transcendence	Use of the skill of negotiation for ends that are congruent with an indivdual's own values.	No

then this may more reliably form part of an assessment of GCE. Therefore, we use the term 'attributes' in this chapter in the same way as Spronken-Smith et al. (2015), to articulate the full range of skills, knowledge, attitudes and values in a broad all-encompassing sense whilst acknowledging that whole curricula are essentially values-based as discussed earlier.

If ultimately we seek to embed within HE programmes an orientation towards GCE, some attention to the wording of learning outcomes to enable a focus on GC in a discipline may be desirable and is discussed further in section "GC Assessment in Practice".

The Role of the Assessor

The validity of the design of assessment, the judgements made, and the power relations involved in the process of assessment may be affected significantly by stakeholder perceptions of the role of "assessor". The identity of a teacher is often entwined strongly with that of 'expert' (McNaughton and Billot 2016) and making critical judgement of the work of others is very much a part of what is expected of the role. Assessors need to act as global citizens in designing and managing their assessments: we will use the term 'GC assessor' to describe someone who is aiming to demonstrate the aims and values of a global citizen in their assessment practice.

One of the strong threads that exist in any definition of GCE is that of social justice, equity and plurality. The power relations that are implicit in the whole process of assessment are potentially problematic in bringing the process of assessment together with the process of becoming, or being, a global citizen. Having the power to award grades, which may have a profound impact on an individual's self-esteem and future prospects, may seem contradictory to the aim of encouraging a plurality of perspectives and approaches to problems.

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Boud (1990), writing generally about the dissonance between academic values and the power relations associated with assessment, suggested that assessors could mitigate this kind of situation by developing a more critical approach to their own assessment practice, by encouraging more peer- and self-assessment, and by setting assessment tasks such as reflective writing and the setting of open problems to solve. We will consider the practicalities of setting tasks later in this chapter, but will consider first how the GC assessor might articulate their role.

Assessors need to situate themselves. As we form communities, whether they be personal or professional, there is a natural tendency to look inwards at a social, community or discipline level, but engagement with GCE requires us to broaden our perspectives and to question our own assumptions:

> Global citizenship is about recognizing and thus acknowledging how limited our perspective of the world truly is, and how our limited perspective significantly informs our actions or lack thereof. (Scott Belt 2016, p. 6)

A critical self-dialogue on the GC assessor's own perceptions of their 'expertise' and identity is thus important.

Assessors also need to be able to situate their students and have some idea of what students will bring to their interpretation of the assessment task.

> Every act of assessment gives a message to students about what they should be learning and how they should go about it. The message is coded, is not easily understood and often it is read differently and with different emphases by staff and by students. The message is always interpreted in context and the cues which the context provides offer as much or more clues to students than the intentions of staff, which are rarely explicit (Boud 1995, p. 2)

Sambell and McDowell (1998) provide a good overview of the ways in which students construct their own meanings around assignment requirements and expectations, and are strongly influenced by their previous experiences. We know that assessment is motivating for students; the GC assessor needs to help them to direct their efforts to the intended outcomes, rather than to a perceived or hidden curriculum. This is more likely to happen if the assessor shares clear information about what is expected and how it will be graded and checks with students that they have understood. In doing this, the assessor may need to seek out regular peer review. Such review may come from colleagues, but also from students.

In a recent critique of the 'neoliberal university', Burdon and Heath (2015) suggest that one way of resisting the default position of 'teacher as expert' is to empower students. This helps academics to look outside their familiar communities and to increase empowerment of students as collaborators. For the GC assessor, encouraging student partnership has the added benefit of developing student agency, which is an integral part of the concept of GC.

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The idea of student collaboration in assessment is a clear challenge to the conventional power relationships and individual assessors and their institutions are likely to find the idea unsettling. Low-risk examples from the literature include the co-creation of marking criteria and formative self-assessment (Deeley and Bovill 2015), perhaps using exemplars to support this as suggested by Orsmond et al. (2002) or by encouraging students to create a module feedback strategy (Nixon et al. 2016). Falchikov (2013) provides a very wide range of examples of developing student participation in assessment, based mainly on peer and self-assessment.

Another possible way of thinking about assessment and GCE is using the Human Capabilities Approach (HCA). This approach was first proposed by Sen (1980, 1999) and developed by others, particularly by Nussbaum, over the last 30 years. Sen's model acknowledges that the social context and the resources that an individual can access can affect how those resources are converted to capabilities. Capabilities are the freedoms to achieve sets of functionings, where functionings are the beings and doings that a person values and has reason to value. In Sen's own words, capabilities are:

> the substantive freedom he or she enjoys to lead the kind of life he or she has reason to value (Sen 1999, p. 87)

Authors such as Walker (2008) have used the HCA to explore the way individual students assess their own learning and capability development although Sen's work is sometimes critiqued for the focus on the individual rather than the collective (i.e. it tends to foreground the wellbeing of the individual) which chimes with the critiques noted earlier in terms of the individualising nature of some GC discourses.

One possibility for a more collective approach in an HE context might be provided by a consideration of how individuals contribute both to their own wellbeing and to the wellbeing of their communities, a key facet of an outlook based on GC. Walker also hints at how the use of an HCA in evaluating the success of a university in achieving its learning and teaching aims might also be undertaken:

> From the perspective of university teaching and learning, we ought to ask who has the power to develop valued education capabilities, and who has not? If there is inequality in learners' wellbeing we might wish to raise questions as to why some students can promote all their ends while others face barriers, whether of social class, race, gender, culture or disability. (Walker 2008, p. 484)

However, the eventual focus of most assessment at present is [m] chievement of an individual. The following section provides practical ideas for ways in which module specific assignments may demonstrate elements of GCE.

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GC Assessment in Practice

Planning for Assessment

If we accept the premise that GC should be integrated into existing assessment structures, then it follows that there is no need for a special process of assessment design. Rather, it may be useful to consider opportunities for checking the integration of GC at each stage of the usual process. The assessment lifecycle (Forsyth et al. 2015) is a visual representation of these stages, and Fig. 38.1 adds to it some prompt questions for the GC assessor.

In the UK, the Quality Assurance Agency has produced a framework for the inclusion of Education for Sustainable Development and Global Citizenship in Higher Education curricula (Longhurst 2014) which draws heavily on the UNESCO framework for global citizenship. We have used this framework, and the elements of guidance it includes, to develop a series of generic learning outcomes that might be used to provide ideas for GC learning outcomes which could be readily adapted to disciplinary contexts (Fig. 38.2).

If we consider that everyone engaged in assessment is making a contribution to the community of learners, the GC assessor may also have some additional considerations when designing their assignment task, such as:

- Does the task take account of the diverse experiences and attributes students bring to it, and allow them to integrate these into their submissions?
- Will students feel motivated to perform this task well?
- Will I enjoy assessing the students' work?
- Will students feel able to self- and peer-assess their work?

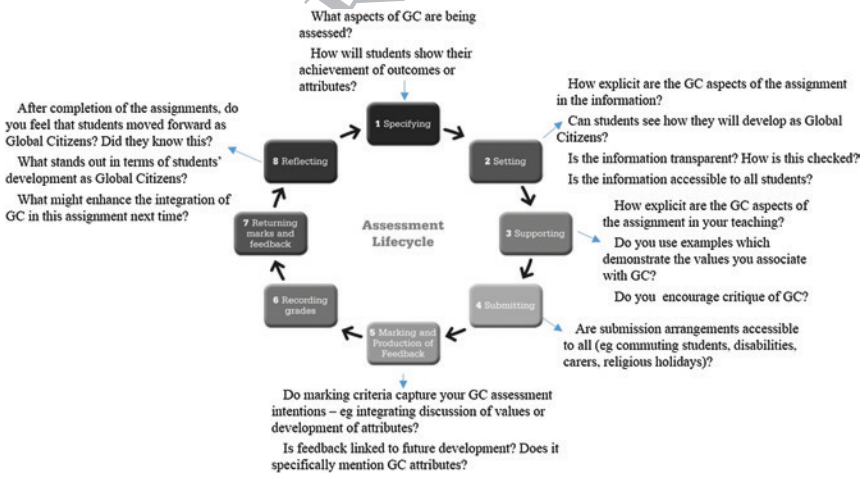

Fig. 38.1 Assessment lifecycle

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	Sample outcomes
Element 1: Consider what the concepts of global citizenship and environmental stewardship mean in the context of a discipline and in students' future professional and personal lives	Identify assumptions in relation to diverse values, norms and beliefs
	Justify the selection of an approach, as a global citizen, to a real world problem [in discipline]
	Contribute positively to a team task
	Recognise, respect, and evaluate team members' (including own) contributions
	Listen to, support and encourage others
	Consider the effects of the study of [discipline] on the United Nations Sustainable Development Goals
	Identify personal strengths and weaknesses in relation to ideas of global citizenship
	Reflect on (global, local) inequalities in relation to power relations [in the discipline]

	Sample outcomes
Element 2: Consider issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors	Produce a professional [discipline specific] report including contexts of social justice in relation to [discipline].
	Construct and pursue a line of argument in relation to ethics in [discipline]. Evaluate the impact of the study of [discipline topic] on human wellbeing/social justice
	Justify a particular viewpoint or course of action in [discipline topic] in relation to ecological or economic factors
	Persuade [a defined audience] of the value of a wellbeing focus in relation to [the discipline]
	Evaluate arguments for and against a discipline-related issue using an explicit ethical focus.
	Describe and exhibit ethical behaviour [in disciplinary context]

	Sample outcomes
Element 3: Develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures	Consult widely with [relevant stakeholders] to predict and mitigate the consequences of actions in a [discipline-related] context.
	Evaluate sources of [discipline-related] information and data in the context of global power relations.
	Use a 'systems' approach to problem-solving [discipline-related] issues.
	Evaluate the authority and accuracy of sources of information (Whose authority, whose accuracy? Recognise and interrogate power relationships)
	Critically reflect on the core of [discipline]. What is learned and what is not learned? Who decides?
	Consider the future of the discipline – what are the future effects of [discipline] on society?
	Describe, analyse or evaluate social or community aspects of [discipline]
	Justify actions planned for an intervention in [disciplinary context] in terms of environmental sustainability
	Reflect on intercultural contexts of work in [disciplinary context].

Fig. 38.2 Sample generic outcomes

- Will the assessment process be manageable for this task?
- Could any assessor look at the outcomes in Fig. 38.1 and self-assess against these?

Figures 38.3, 38.4 and 38.5 provide notional examples of how these generic learning outcomes may be used in idealised worked examples to show how assessment could be aligned within a particular disciplinary context and how the assessment lifecycle may be used to ensure a focus on GCE is maintained.

Commentary on Fig. 38.3

The example of Fig. 38.3 uses the outcomes linked to Element 1 in Fig. 38.2. The students will be in the last year of their undergraduate courses, and most of them will go on to marketing positions in organisations like the ones mentioned in the assignment. As well as giving them an opportunity to work on a real-world scenario, which may give them something to talk to potential

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Unit Learning Outcomes (ULO). At the end of this unit students will be able to:

1. Consider the effects of the study of Marketing on one of the United Nations Sustainable Development (UNSD) Goals
2. Recognise and evaluate team members' (including own) contributions
3. The UNSD goal selected by the team for this assessment is: *Ensure sustainable consumption and production patterns*

Assessment task: In teams, you will imagine a marketing context in a fictitious company, social enterprise, charity, public sector organisation, or other context of your own choice. Within this context, you will design a process for monitoring the contribution of marketing to the selected UNSD goal of *ensuring sustainable consumption and production patterns*. You might include regular consultations, specific projects, engagement with a variety of local, regional, national or international bodies and so on. Your submission will be a summary of this process for the management board of your chosen organisation.

The assignment submission is divided into three sections:

1) 200 word individual statement of each participant's assessment of own contribution – peer marked (10% of total)
2) 300 word collaborative statement summarising group process – tutor marked (10% of total, each member of the group gets the same mark)
3) 3000 word team report describing and explaining the planned process – tutor marked (80% of total, each member of the group gets the same mark)

Feedback plan: You will receive feedback from each of your peers in the group on your individual statement, as well as a summary comment from your tutor with some suggestions for your future team-working development. You will receive collective feedback on your collaborative statement and on your team report, which will comment on the feasibility of the process you propose and give you some suggestions for future team-working development.

Fig. 38.3 Assessment for responsible marketing unit (Business marketing degree, final year)

employers about, it covers explicitly one of the UNSD goals (UNDP 2015) and it recognises the importance of team-working by offering grades both for the description of the process and for the final product. The students have some agency, in selecting their own context for the assignment development.

Commentary on Fig. 38.4

An early introduction to a real-world problem is one of the techniques mentioned earlier to engage students with the curriculum and with ideas about their own agency. It may also introduce students to peer-learning and self-assessment, which, given the emphasis of UNESCO and other frameworks (e.g. QAA) on equalities, are important skills for GCE, and provides opportunities for some of the challenges mentioned earlier: negotiation of criteria can take up considerable tutor and student time and create anxiety amongst team members. There is an argument for saying that this may be a good thing to do at this level of study, when the stakes of assessment are relatively low, and students can develop skills in relative safety.

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Unit Learning Outcomes (ULO). At the end of this unit students will be able to:

1. Justify the selection of an approach, as a global citizen, to a real world problem in Zoology
2. Contribute positively to a team task

Students are asked to consider the real world problem of: decline in populations of pollinating insects

Assessment task: Work as a team to produce a report in a response to a government report that suggests the population of pollinating insects in the UK is in serious decline.

Your report should include a plan to engage relevant stakeholders; alternative methods of measurement of population size; indices of species richness and community composition; your team's argument for a course of action.

Assessment marking:
Completion of grid showing peer input contribution agreed between team members – peer marked (20% of total; each member of the group gets the same mark)
1) Formative assessment and negotiation of criteria between tutor and team. Subsequent summative self-assessment of own performance by each team member - self-marked, (30% of total);
2) Report (2000 words) – tutor marked (50% of total; each member of the group gets the same mark)

Feedback:
You will receive the peer feedback grid summarising your contribution to the task and suggesting areas to develop for your next group task; you will complete your own feedback on your own performance overall, and you will share written feedback from the tutor to the whole group on the final report. This feedback will focus on the overall structure and findings of the report, and the apparent coherence of the team work.

Fig. 38.4 Assessment for ecology unit (Ecology and wildlife conservation degree, year one)

Commentary on Fig. 38.5

The example in Fig. 38.5 demonstrates some of the features of assessment design for a module in a geography curriculum with a focus on education for GC. In the second year of an undergraduate degree, we expect students to be in transition towards a range of professional behaviours and to have developed a facility with assessing each other's contributions and presentations.

Conclusion and Future Research

It is clear that there are potential difficulties if we simply seek to apply traditional assessment methods to the assessment of GCE. This is primarily due to the complexity of assessing attributes and the self-awareness that comes with the acknowledgement of the power relations inherent in any assessment process. However, the first of these difficulties is at least partly addressed by careful attention to the stages of an assessment lifecycle: good assessment practice

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Unit Learning Outcomes (ULO). At the end of this unit students will be able to:

1. Evaluate the urban development plans of a local council in terms of environmental sustainability and social justice
2. Persuade local representatives of the value of consideration of a citizenship focus in relation to the urban development plans
3. Identify assumptions in relation to diverse values, norms and beliefs

Assessment task (ULO1):
Collaborative report to provide an analysis of the urban development plans of a selected council in relation to environmental sustainability and social justice. Guide length: 1500-2000 words; can be presented as a traditional document, or as a web page, or a video (guide length 10 minutes). Tutor marked (50% of total; each member of the group gets the same mark)

Assessment task (ULO 2):
10-minute presentation produced collaboratively and presented by members of the team (in any medium suitable for a boardroom scenario). Peer and tutor marked (30% of total; each member of the group gets the same mark, arrived at by negotiation with tutor and peers)

Assessment task (ULO 3):
500 word team reflection on the process of working on this project. All team members to contribute and include reflection on the strengths and areas for improvement in own and other team members' contributions. Peer marked (20% of total; each member of the group gets the same mark)

Assessment Marking and Feedback
The 500 words provides part of the portfolio for assessment in the professional development unit.

The presentations are watched by all. There is opportunity to contribute online as these are given – the audience are asked to pick out one strength and one area for development – training in giving and receiving feedback provided in advance.

Formative feedback is provided at three set points. A final summative mark is negotiated with the tutors.

Fig. 38.5 Assessment for shaping the community unit (Geography diploma/degree, Year 2)

can provide fair and reliable ways of doing the double duty that assessment of attributes for GC can achieve. The second is addressed primarily through a consideration of the role of the assessor—modelling values that ensure that the assessors themselves deploy characteristics of a global citizen as they design and manage the assessment process.

As future research develops in the domains of both personality and values, this will continue to inform assessment practice in GCE. There is also potential for ideas from development education, such as the Human Capabilities Approach to be applied to this area.

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